

Teaching Historical Thinking in the Elementary Classroom

Cheryl Best

Wolf Ridge School

5th grade

Bunker Hill, IL

best5@madisontelco.com

TPS Mentor TPSTeacher Network Website



Delano, J., photographer. (1930) *[Woman at Main Reading Room card catalog in the Library of Congress]*. [Between and 1950] [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/90712184>.

Today's Focus

- ❖ Student questions evoke learning
- ❖ Sentence stems can lead to deeper questions
- ❖ The right primary sources are essential for inquiry
- ❖ The study of perspectives promote empathy and deeper understanding

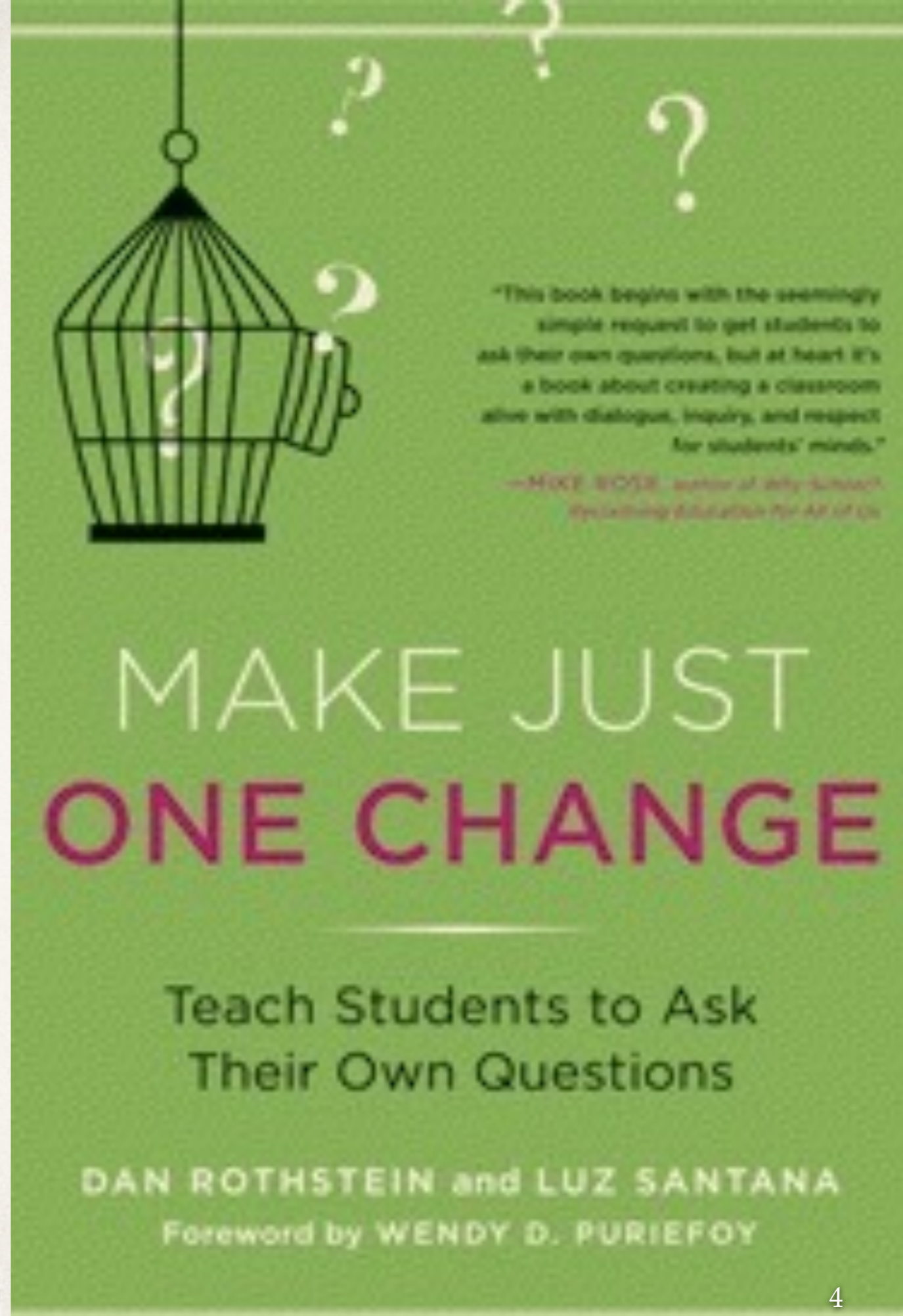
Asking questions is the simplest way of
focusing thinking...asking the right
questions may be the most important part of
thinking.

Edward de Bono

Physician, psychologist, author, inventor, and consultant

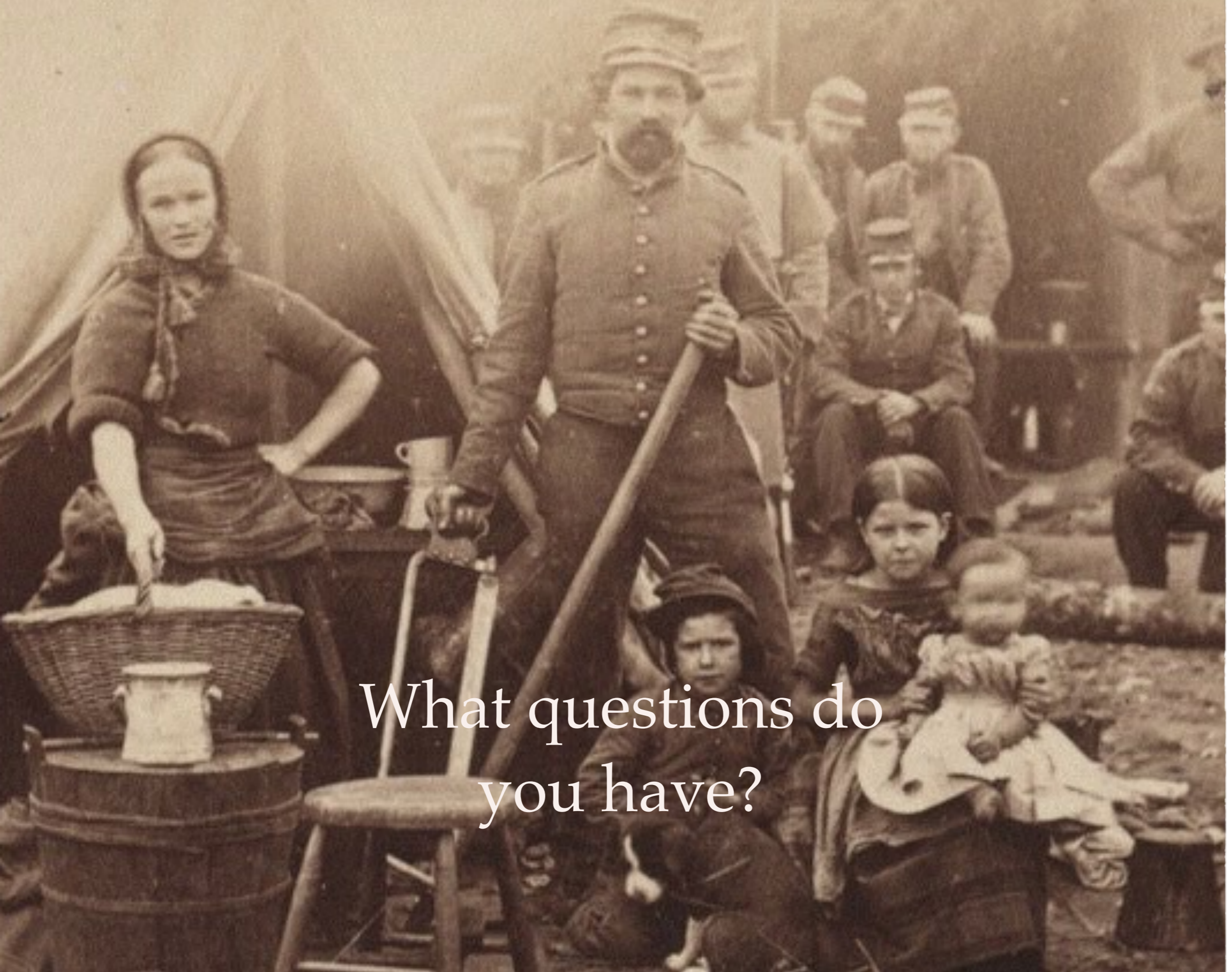
Questioning

- ❖ Questions get kids thinking
- ❖ Questions tell you where you need to go.
- ❖ Questions move the lesson



Valuing Student Questions

- ❖ Questions promote learning.
- ❖ Questions help teachers learn what students already understand.
- ❖ Questions give teachers a starting point.
- ❖ Questions can engage.
- ❖ Questions can motivate.



What questions do
you have?

Statements I have used

- ❖ The Revolutionary War was revolutionary.
- ❖ The Civil War was not civil.
- ❖ Lights changed the world.
- ❖ The Corp of Discovery changed the face of America.
- ❖ The Preamble moves our government.
- ❖ The Gettysburg Address changed the war.
- ❖ Movements change who we are.

Stems that evoke thinking...

- ❖ Respect can...
- ❖ People are...
- ❖ America has...
- ❖ Choices make...
- ❖ Movement can...
- ❖ Perspective will...
- ❖ My new understanding is...



What does this source tell you about Women Suffrage?

Observe, Reflect, Question

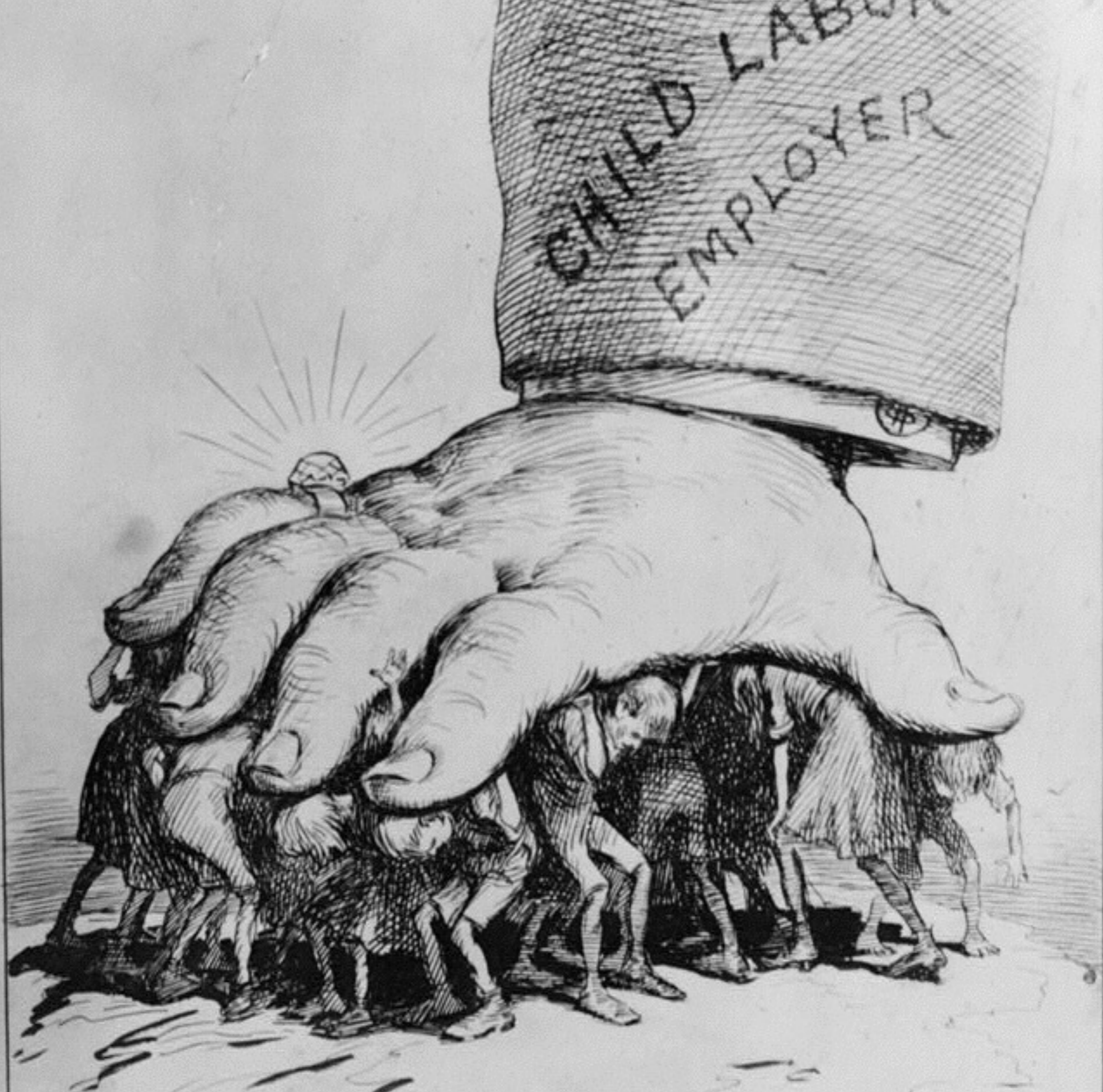
PRIMARY SOURCE ANALYSIS TOOL



I see, I think, I wonder

| OBSERVE | REFLECT | QUESTION |
|---------|---------|----------|
| | | |
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FURTHER INVESTIGATION

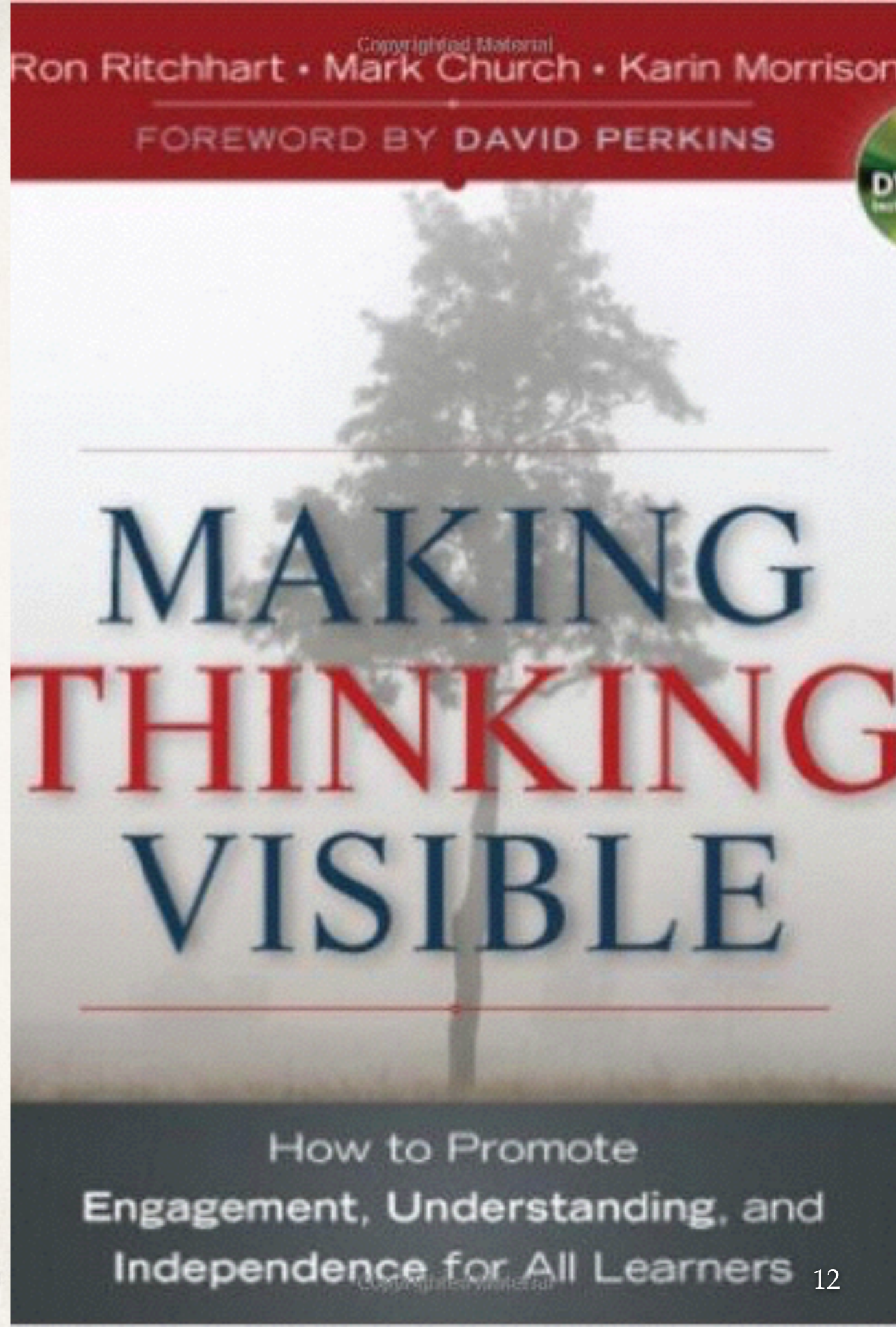


Thinking Routines

Visual thinking helps student think more deeply

Visual thinking allows for all to share their thinking

Visual thinking promotes connections



MAP
SHOWING THE DISTRIBUTION
OF THE
SLAVE POPULATION
OF THE
SOUTHERN STATES
OF THE
UNITED STATES

Compiled from the
CENSUS OF
1860.

Washington, September 1861.

Sold for the benefit of the
Sick and Wounded
of the
U. S. ARMY.



NOTE.
It should be observed that several counties appear comparatively light. This arises from the preponderance of whites and free blacks in these counties, such as—
Benton Co. Va., Norfolk Co. Va., Shelby Co. Tenn., Davidson Co. Va.,
St. Louis Co. Mo., Orleans Co. La., Charleston Co. S.C. &c.
The figures in each county represent the percentage of slaves vs.
Inhabitants in 1860. The figures are given in every 100 inhabitants.
Where the percentage is less than 10% the figures are given in every 100 inhabitants.

Scale of Shade.



| No. | State | Free Population | Slave Population | Total | Per Cent |
|-----|----------------------|-----------------|------------------|---------|----------|
| 1 | Alabama | 200,270 | 400,000 | 600,270 | 66.6 |
| 2 | Arkansas | 114,000 | 228,000 | 342,000 | 69.3 |
| 3 | Florida | 170,000 | 340,000 | 510,000 | 66.7 |
| 4 | Georgia | 220,000 | 440,000 | 660,000 | 69.7 |
| 5 | Louisiana | 110,000 | 220,000 | 330,000 | 69.7 |
| 6 | Mississippi | 110,000 | 220,000 | 330,000 | 69.7 |
| 7 | North Carolina | 110,000 | 220,000 | 330,000 | 69.7 |
| 8 | South Carolina | 110,000 | 220,000 | 330,000 | 69.7 |
| 9 | Texas | 110,000 | 220,000 | 330,000 | 69.7 |
| 10 | Virginia | 110,000 | 220,000 | 330,000 | 69.7 |
| 11 | West Virginia | 110,000 | 220,000 | 330,000 | 69.7 |
| 12 | Delaware | 110,000 | 220,000 | 330,000 | 69.7 |
| 13 | District of Columbia | 110,000 | 220,000 | 330,000 | 69.7 |
| 14 | Montgomery | 110,000 | 220,000 | 330,000 | 69.7 |
| 15 | Richmond | 110,000 | 220,000 | 330,000 | 69.7 |
| 16 | Washington | 110,000 | 220,000 | 330,000 | 69.7 |
| 17 | Philadelphia | 110,000 | 220,000 | 330,000 | 69.7 |
| 18 | New York | 110,000 | 220,000 | 330,000 | 69.7 |
| 19 | Pennsylvania | 110,000 | 220,000 | 330,000 | 69.7 |
| 20 | Ohio | 110,000 | 220,000 | 330,000 | 69.7 |
| 21 | Indiana | 110,000 | 220,000 | 330,000 | 69.7 |
| 22 | Illinois | 110,000 | 220,000 | 330,000 | 69.7 |
| 23 | Michigan | 110,000 | 220,000 | 330,000 | 69.7 |
| 24 | Wisconsin | 110,000 | 220,000 | 330,000 | 69.7 |
| 25 | Iowa | 110,000 | 220,000 | 330,000 | 69.7 |
| 26 | Missouri | 110,000 | 220,000 | 330,000 | 69.7 |
| 27 | Nebraska | 110,000 | 220,000 | 330,000 | 69.7 |
| 28 | Kansas | 110,000 | 220,000 | 330,000 | 69.7 |
| 29 | Oklahoma | 110,000 | 220,000 | 330,000 | 69.7 |
| 30 | Idaho | 110,000 | 220,000 | 330,000 | 69.7 |
| 31 | Montana | 110,000 | 220,000 | 330,000 | 69.7 |
| 32 | Wyoming | 110,000 | 220,000 | 330,000 | 69.7 |
| 33 | Utah | 110,000 | 220,000 | 330,000 | 69.7 |
| 34 | Nevada | 110,000 | 220,000 | 330,000 | 69.7 |
| 35 | Arizona | 110,000 | 220,000 | 330,000 | 69.7 |
| 36 | New Mexico | 110,000 | 220,000 | 330,000 | 69.7 |
| 37 | Colorado | 110,000 | 220,000 | 330,000 | 69.7 |
| 38 | Wyoming | 110,000 | 220,000 | 330,000 | 69.7 |
| 39 | Idaho | 110,000 | 220,000 | 330,000 | 69.7 |
| 40 | Montana | 110,000 | 220,000 | 330,000 | 69.7 |
| 41 | Wyoming | 110,000 | 220,000 | 330,000 | 69.7 |
| 42 | Idaho | 110,000 | 220,000 | 330,000 | 69.7 |
| 43 | Montana | 110,000 | 220,000 | 330,000 | 69.7 |
| 44 | Wyoming | 110,000 | 220,000 | 330,000 | 69.7 |
| 45 | Idaho | 110,000 | 220,000 | 330,000 | 69.7 |
| 46 | Montana | 110,000 | 220,000 | 330,000 | 69.7 |
| 47 | Wyoming | 110,000 | 220,000 | 330,000 | 69.7 |
| 48 | Idaho | 110,000 | 220,000 | 330,000 | 69.7 |
| 49 | Montana | 110,000 | 220,000 | 330,000 | 69.7 |
| 50 | Wyoming | 110,000 | 220,000 | 330,000 | 69.7 |

Census Office, Department of the Interior.

Washington, Sept. 29, 1861.

After a careful examination of the above very interesting map
I am prepared to state that it not only furnishes the statistics of great value
in its execution, but can be relied on as corresponding with the official re-
turns of the 10th Census.

Geo. B. Johnson, Jr.
Secretary of the Interior

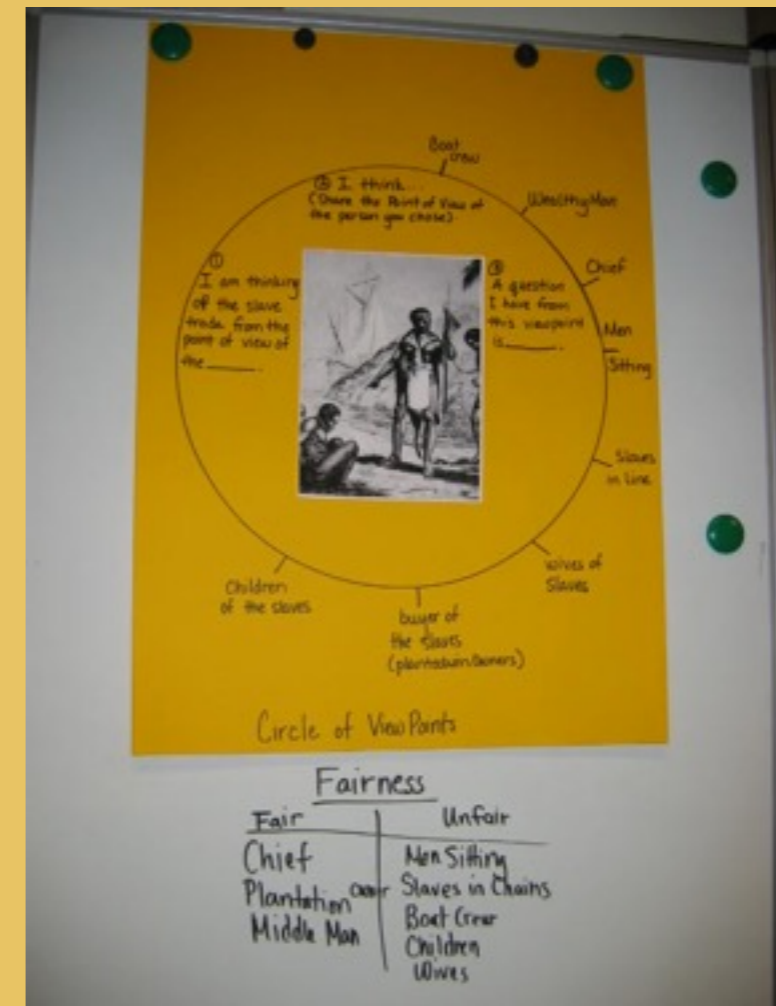
The 4 C's

- ❖ Connections: What do you connect to?
- ❖ Challenge: What challenges your thinking?
- ❖ Concepts: What do you need to hold on to?
- ❖ Changes: What changes in attitude or thinking do you have now?

Perspectives

From what perspective?

- ❖ People
- ❖ Places
- ❖ Things





Article- <https://www.mainstreet.com/article/20-jobs-have-disappeared>

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The word question is derived from the Latin
quarrier, "to seek" which is the same root as the
word for quest. A creative life is a continued
quest, and good questions can be very useful
guides...

unknown

Primary Sources

- ❖ Camp of 31st Pennsylvania Infantry near Washington, D.C. (1862) [Photographed , Printed Later] [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/98507952>.
- ❖ Hine, L. W., photographer. (1912) Cartoon. [Ca. ?] [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/ncl2004001574/PP>.
- ❖ Hergesheimer, E. (1861) Map showing the distribution of the slave population of the southern states of the United States Compiled from the census of 1860. Washington Henry S. Graham. [Map] Retrieved from the Library of Congress, <https://www.loc.gov/item/ody0314>.
- ❖ Harris & Ewing, W. (1917) Lincoln's birthday. On the banners during Congressional debate on whether we should enter the war. [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/mnwp000226>
- ❖ Hine, L. W., photographer. (1909) A "Reader" in cigar factory, Tampa, Fla. He reads books and newspapers at top of his voice all day long. This is all the education many of these workers receive. He is paid by them and they select what he shall read. Location: Tampa, Florida. January. [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/ncl2004001462/PP>.

Connections to the New Social Studies Standards

Developing Questions and Planning Inquiries

Constructing Essential Questions

SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.

Constructing Supporting Questions

SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.

Determining Helpful Sources

SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.

http://www.isbe.net/ils/social_science/pdf/ss-stds-grade5-012716.pdf

Websites I recommend for great lessons as well as primary sources

- ❖ Library of Congress- <https://www.loc.gov>
- ❖ Gilder Lehrman- <https://www.gilderlehrman.org>
- ❖ TPS Teacher Network- <http://tpsteachersnetwork.org/>
- ❖ Google Cultural Institute-
<https://www.google.com/culturalinstitute/u/0/browse/?q.openId=8129907598665562501&projectId=national-park-service>
- ❖ Map Scholar- <http://mapscholar.org>